

The Use of Audiovisual Aids (Videos) for Spanish Vocabulary Acquisition of A1 level Thai learners

Daniel Sanchez¹

บทคัดย่อ

หนึ่งในเป้าหมายซึ่งครูสอนภาษาพยายามศึกษาระหว่างประกอบวิชาชีพนี้คือวิธีการสอนที่สามารถสร้างแรงจูงใจและทำให้ผู้เรียนภาษาที่สองได้อย่างสบายใจ เพื่อบรรลุวัตถุประสงค์ดังกล่าว ผู้สอนจำเป็นต้องเลือกวิธีการที่เหมาะสมกับความต้องการของผู้เรียนที่สุด และในขณะเดียวกันต้องเป็นวิธีที่เอื้อต่อการเรียนการสอนในชั้นเรียนด้วย งานวิจัยชิ้นนี้มุ่งหาคำตอบว่าสื่อวีดิทัศน์ประเภทใดเป็นประโยชน์สูงสุดสำหรับผู้เรียนชาวไทยในการเรียนคำศัพท์ภาษาสเปน โดยดำเนินการวิจัยกับผู้เรียนชาวไทยจำนวน 83 คนซึ่งลงทะเบียนเรียนภาษาสเปนระดับ A1 ในหลักสูตรอบรมภาษาสเปนสำหรับบุคคลภายนอก จัดโดยคณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ผู้วิจัยเลือกใช้แบบสอบถามเพื่อแบ่งประเภทผู้ให้ข้อมูล แบบทดสอบ VKS (Vocabulary Knowledge Scale) เพื่อจัดทำแบบทดสอบระดับความรู้คำศัพท์ภาษาสเปน และตอนหนึ่งของภาพยนตร์เป็นสื่อโสตทัศนประกอบการวิจัย ผลวิจัยชี้ให้เห็นว่าตัวเลือกที่ดีที่สุดสำหรับผู้เรียนชาวไทยซึ่งกำลังศึกษาภาษาสเปนเป็นภาษาที่สองคือการใช้วีดิทัศน์ภาษาอังกฤษพร้อมคำบรรยายภาษาสเปน ผลจากงานวิจัยชิ้นนี้จะช่วยให้ผู้สอนสามารถเลือกใช้วีดิทัศน์ที่เหมาะสมกับผู้เรียน เพื่อให้ผู้เรียนได้เรียนรู้คำศัพท์ในรูปแบบที่น่าสนใจยิ่งขึ้น

คำสำคัญ: สื่อโสตทัศน การเรียนรู้คำศัพท์ ทรัพยากรสำหรับการเรียนการสอน คำบรรยายประกอบวีดิทัศน์

¹ E-mail: danjsangon@gmail.com

Abstract

One of the goals that all of the language teachers look for during their career, is to be able to teach students in a way that they feel motivated and comfortable with learning another language. In order to achieve this, teachers must select the best practices that fit the specific required outcomes and needs of their students as well as the plan that will help them through the class. This study's aim is precisely to give some insight into what patterns of videos are more useful for Thai students learning Spanish as a foreign language, in terms of vocabulary acquisition. We conducted our research with 83 informants who are studying in A1 level in extracurricular courses organized by Faculty of Arts, Chulalongkorn University. We used questionnaires to stratify the informants, a variation of the VKS (Vocabulary Knowledge Scale) to make the vocabulary tests and a segment of a movie as the audiovisual aid. The results obtained in the study displayed that the best pattern of videos to use in the class of Thai students studying Spanish as a foreign language is the use of videos with audio in English with subtitles in Spanish. Consequently, these findings can help teachers select the suitable pattern of video to use with students so that they acquire vocabulary in a more attractive way.

Keywords: audiovisual aids, vocabulary acquisition, instructional resources, subtitles

1. Introduction

Throughout the years researchers have done studies regarding the teaching of different languages as a second language. These studies have resulted in a large variety and resourceful amount of strategies and techniques that nowadays teachers keep using during their classes. These techniques and strategies were made in order to get as much benefits as possible from the process of learning. Among these techniques or strategies exists the use of audiovisual aids in the classroom. This specific strategy has been studied for a long time and has gained a lot of popularity amongst the language teachers since, it is a strategy that has shown to be a rich source of "real life contexts... that expose students to a wide range of native speakers, each with their own slang, reduced speech, stress, accents, and dialects" (King, 2002). Also the benefits of visual aids can help us to reach the objectives that we most desire in the students which are not just to "know"

the language but to be able to apply it in the specific contexts that could be presented to them. Although it can be misunderstood that just by using any audiovisual aid will prove effectively, it is important to take in count that this aids must be used properly (Alduais, 2012). In other words, the use of audiovisual aids must be prepared with detailed attention and must be selected according to the specific needs of each group of students. Therefore, if we want to get the best out of our students, it is important to know them and know the objectives they are focusing on in their language studies.

Audiovisual aids in the classroom include different variables of learning outcomes that can be developed by solely using them. One of them has caught the particular attention of the study, the vocabulary acquisition. The development in second language students starts with the acquisition of vocabulary so then, they can grow their language skills (Nation, 1993). Within the vocabulary acquisition there are 2 alternatives to the process that Ellis (1995) has stated. The first is that, there is an implicit acquisition which is acquired unconsciously. For example, in the early ages of life were kids acquire vocabulary by experiences and without through a certain teaching method. The second is that, there is an explicit acquisition received by the use of different strategies. In this case we refer to the situations where the students are conscious of acquiring certain vocabulary, for instance, in classrooms. These approaches are necessary to acquire vocabulary and therefore, we have to consider which activities can provide the best performance in the process of learning a foreign language. Inside these activities it must be recognized the frequency of exposure to the vocabulary, since researchers conclude that it is necessary to expose students to a series of events in order to acquire the desired vocabulary (Nation and Waring, 1997). In addition, most of the studies done with audiovisual aids are mainly focused on intermediate and advanced levels, which made us think about the application in regards to beginner levels. The first thing that comes to the mind of a teacher, is that beginners are less likely to take as much benefit as intermediate or advanced students do. Therefore, we believe that with the use of audiovisuals the students will have exposure to different elements, including vocabulary, which will help beginners develop

strategies to learn vocabulary through these aids and can have also a great impact in the growth of the student just as it does with intermediate and advanced students.

English has become a language which many people are willing to learn so that they will be able to communicate with others around the world. This has driven the people to look for a way to become unique and to expand their language portfolio. Therefore, for Thai students, Spanish has become the next option to distinguish themselves from others. Spanish being part of the 5 official languages of the United Nations, has pushed Thai students to learn it to accomplish that uniqueness. Furthermore, Spanish in Thailand needs constant research to help teachers and students be able to accomplish more with the language, together. In order to help, we have conducted this study to improve the teaching of Spanish as a foreign language in Thailand, specifically with the students of A1 level. In our experience as Spanish teachers, we have witnessed that the students continuously agree that they all lack of vocabulary in early stages of learning and that they feel they would be able to perform better if they could be provided with a good amount of vocabulary. This demand of vocabulary has inclined the study to reach for audiovisual aids; since they are an integrated support in the classroom which provides a rich amount of vocabulary. This meant that we would be able to improve the learning experience with students by providing them with motivational aids, just like the videos, and at the same time with the elements that can help them grow faster in the language. However, there are different opinions when it comes to select the right videos that can help the most our students. Some teachers are more oriented to use videos with audio and subtitles in Spanish, others prefer to use only audio in Spanish without subtitles. The answer is still unclear in which one is the pattern of video that will give the best result in vocabulary acquisition with Thai students in early stages of Spanish. According to our experience and the behavior of Thai students, seems that they prefer something that is familiar to them as a start up in language acquisition, this is because students tend to acquire vocabulary best when they are in a stress-free situation (Krashen, 1982). Since all the students in the courses that we are aiming to help with this study already know English, with intermediate and upper levels, this provided us with the information to consider English inside the mix of patterns also to provide a comprehensible

input that can promote the acquisition. This study has been made to assist the teachers in their process of selecting the most appropriate pattern of videos to use in the beginner-level classroom therefore; we decided to use the following methodology.

2. Methodology

To start structuring the study, we formulated the parameters by locating the research questions that were going to drive this study to the desired objectives. The questions were as follow:

1. What pattern of videos as an audiovisual aid (in our case segments of films) helps improving Thai students concerning the Spanish vocabulary acquisition in the beginning stage of Spanish learning as a foreign language (Spanish audio-Spanish subtitles, Spanish audio-No subtitles, English audio-Spanish subtitles)?
2. Can the beginner Thai students be able to acquire vocabulary by means of visual context regardless of its level of difficulty established in the European Framework?

Initially we considered just the use of 2 patterns for the videos: the Spanish audio without subtitles and the Spanish audio with Spanish subtitles. Although these patterns were adequate to help us achieve our goals, there was one more pattern that we thought could give a more interesting approach to our research, we decided to include one with English audio and Spanish subtitles. The reason behind this was that our informants have already learned English previously to this course and therefore, we believed that the benefits of this specific pattern could also provide the support for the vocabulary acquisition.

To achieve results that could answer the research questions shown, we originated the following objectives:

1. Find out which type of video, among the three variables mentioned, can show more improvement in terms of amount of vocabulary acquisition in Spanish-as-a-second-language learners.

2. Find out if it is possible to use videos in Thai beginner students, regardless of the level that the vocabulary has in the video used.

The study was experimented with 83 students of the Saturday courses of Chulalongkorn University in Bangkok, Thailand. This university has provided these courses for people outside of the university that want to learn languages. Currently they offer courses of a variety of languages, in the case of Spanish there are 3 courses: Spanish I, II and III. Spanish I and II are 40 hour courses while Spanish III is only 30. We focused the study in just the Spanish I course because is the course that has the students with the level required to accomplish our research goals. Also, this is what differentiates our study from similar ones because videos typically are used with the students when they have seen vocabulary previously in class but our case is to reflect the utility of these videos with beginner students. These courses in Chulalongkorn are open to the public in general therefore, it possesses diverse demographics. In other words, the age of students ranges from 15 to 50 or even in some cases 60. This can be very challenging for the teacher, as well as the students, when interacting with each other during a language class. The reason of this challenge is that the learning styles are different between each other for example, the majority of young students prefer a more functional way of learning and the older students prefer a more traditional style. In our case the student age range was from 15 to 43 years. In the study the 83 students that participated were part of two courses that took place in the year 2016.

The study was composed of 3 instruments: the film's segment, a questionnaire and the vocabulary test. First, the film that we decided to use for the study was *The Book of Life*. It is a 3-D animated film about a story that happens during a worldwide-known Mexican celebration called the Day of the Dead. There were 4 main variables were taken into account for the selection of this movie: length, vocabulary, context and motivation. At first, the motivation of students to learn was what directed us to use this movie. As said previously, this movie contains cultural elements that can be a good ludic resources to encourage the students to pay attention to the situations of the characters interacting and the content of the conversations. Also, in Thailand the preference for animated movies seems to be continuously stable. In the same way, since our students have a big

variability in ages, it is expected to use a movie that can be used for all ages. Second, the variable that was considered was the length. The use of the whole movie could be beneficial because can bring the adequate frequency to enhance the vocabulary acquisition however, using only a segment of it seemed more suitable since, it is not possible to use videos for a long period of time with beginner level students (King, 2002). This is majorly attributed to the fact that the attention span in beginners is short due to the lack of understanding of a language which is practically new for them. Consequently we decided to extract from the film an approximately 3 minute segment. With a segment of this length it would be easier for the students to follow up the happenings in the movie which then it would result in a better performance. Therefore, the selection of the segment brought to our attention, the variables of vocabulary. As mentioned previously, we had to select a segment which contained the lexicon that is in accordance to the beginner level. Because of this, we decided to select a segment that was part of the beginning of the movie. The beginning of the movie is where the introduction of the characters happens so; the segment contains the vocabulary that the European Framework of Reference for Languages establishes as A1-A2 levels. And the last variable was the context, this was relevant not only because the students can just acquire a second language but also, they can acquire the aspectual elements of the conversation (Di Carlo, 1994). In other words, the value that the students get out of this movie is not just Spanish language but the slangs, accents, expressions, jokes, colors and culture that define one of the multiple faces of Spanish language.

The second instrument was the questionnaire. This instrument was created to analyze the factors that could influence the results of the study. The information that we included in the questionnaire were focused to 3 major topics: age, learning background and reasons why they study Spanish. The age was to see the gap between the students. The learning background was to be aware in case some students had already studied Spanish previously or if they had been in a Spanish speaking country where they might have studied Spanish. The reasons were basically to analyze the motivation that each student had to learn Spanish as a foreign language. The last instrument was the test to evaluate the increments of vocabulary acquisition in beginner students. To achieve this, we implemented a tool called the Vocabulary Knowledge Scale (VKS) (Paribakht &

Wesche, 1993) with some modifications. This scale has been used previously with satisfactory results (Rott y Williams, 2003; Karakas y Sariçoban, 2007; Brown, 2008). The VKS as you can see in figure 1.1 scale is very useful to analyze the depth of the vocabulary acquisition.

Vocabulary Knowledge Scale Categories	
I.	I have never seen this word.
II.	I have seen this word before, but I don't know what it means.
III.	I have seen this word before, and I <u>think</u> it means _____. (synonym or translation)
IV.	I <u>know</u> this word. It means _____. (synonym or translation)
V.	I can use this word in a sentence: _____.

Figure 1.1 Vocabulary Knowledge Scale Paribakht and Wesche, 1993

These categories of the scale start from the concept of rule knowledge of the word to being able to apply the word they know. Although this scale was modified by other researchers as well like Brown (2008), we decided to follow the modifications of Rott & Williams (2003) having 4 categories instead of 5 as you can appreciate it in figure 1.2.

Categories	Possible Score	Meaning of Scores
a) I don't remember having seen this word.	→ 1	The word is not familiar at all.
b) I have seen this word but I do not know what it means.	→ 2	The word is familiar but its meaning is not known.
c) I <i>think</i> it means _____ (English translation)	→ 3	A correct synonym or translation is given.
d) Try to use this word in a sentence in German.	→ 4	The word is used appropriately in a sentence.

Figure 1.2 Vocabulary Knowledge Scale modified by Rott y Williams, 2003

This scale combines the categories III and IV of Paribakht and Wesche to make only one. This change we deemed to be appropriate for our study since the students are beginners and therefore the use of in depth details, about the words and the application of them, can be a little out

of their beginner knowledge at the time. Due to this thinking we decided to make another modification in order to suit our students and at the same time be able to provide information about the depth of the vocabulary acquisition. The example of the changes are as shown in the figure 1.3.

7. Nubes

a. I don't remember having seen/heard this word.

b. I have seen this word but I do not know what it means.

c. I *think* it means _____

d. Circle to choose the sentence that uses correctly the word:

1) Las nubes están ricas. (... are delicious.)

2) Hay muchas nubes en el mar. (There are many ... in the sea)

3) Hay muchas nubes en el cielo. (There are many ... in the sky)

Figure 1.3 Example scale for test

As you can see we modified the last category to fit the profile of our students. The last category as Paribakht and Wesche (1993) established was referred to the application of the word in question, in other words, this category was to verify that the student was able to not just acknowledge the word but also able to use it in a sentence. In our case, the students just had 2 hours of learning which means that might be hard for them to write a whole sentence. Because of this, we decided that we should give them options since they still can see somehow the application of the word. At the same time, we decided to provide with a translation of the rest of the sentence that doesn't include the word in question. With this change we were able to have a test that could still measure the depth of vocabulary acquisition with beginner Thai students. Concerning the selection of the words that were included in the test, most of them were from the beginner levels however, we decided to include the word "Cráneos" (*skull in English*) which is a word from the intermediate levels of the European Framework of Reference for Languages. This was because the word was used in the video segment and had a strong visual impression that we thought would be interesting to analyze to answer our second research question.

As mentioned, the courses are open to public and there is no limit in how many students can join the classes therefore, we were susceptible to the demand at that time. Due to the amount of students in the first course, the data was collected in 2 events (2 different courses). The first event was done in the May-July course and, it consisted of 45 students. The second event was in the September-November course and this one consisted of 39 students. The study in both courses was conducted during the second week of each course. And the process was as following:

1. We divided the students into 3 different groups (I –Audio in English/Subtitles in Spanish, II – Audio in Spanish/no subtitles and III Audio in Spanish/Subtitles in Spanish) and in each group,
2. We handed out the questionnaires to be filled. The questionnaires were exactly the same for the 3 groups.
3. We handed out the the vocabulary test -with the VKS modified- previous to the segment. They weren't aware of what movie were they going to watch so that they wouldn't try to look for information about it.
4. Right after finishing the test the students watched the segment in their respective variants.
5. Once the segment was over, we handed out the same test to evaluate the progress of vocabulary acquisition after the segment.
6. Finally, we calculated the results and proceeded with the analysis.

This exact same process was made with the second event. Consequently, we put together both results and started with the complete analysis.

3. Results

After collecting all the data of the first event we realized that the results needed further participants to be more relevant. Therefore, combining both events we obtained a total of 83 participants that were separated in the following groups: Group I had 27 students, Group II had 28 and Group III had 28 students. 86% of the total of students haven't been abroad in a Spanish speaking country this suggested that most of our participants haven't been exposed to a large amount of Spanish input. 14% of students had experience in a Spanish speaking country but just

for vacationing which indicated periods between a week to a month of exposure. In terms of reasons why the students were studying this courses was majorly for reasons of self improvement, contrary to what we thought because, we perceived that students studying Spanish had to study abroad or were going to start working in a Spanish speaking country. This helped the research to show that the majority of students were studying Spanish for their own interest and not influenced by another person or external necessity such as a professional obligation.

In the figure 1.4 shows the results from the perspective of amount of students with an increase in depth of vocabulary. We established 3 sections to give us an overall picture of the value of the use of videos for the acquisition of vocabulary.

The red section is the section of students that didn't have an increase in any word of the test. The yellow section shows the amount of students who had an increase between 1 to 4 words in the test and, the green section shows the amount of students who had an increase in 5 words or more. We decided this sections based on what we considered a majority in terms of a 100%.

	A = Audio S = Subtitles	50% - 100%	10%-40%	0%	Percentage of students that increased the depth of vocabulary acquisition more than 50%
Group I	A: ENGLISH S: SPANISH	15	11	1	56%
Group II	A: SPANISH S: NO	13	12	3	46%
Group III	A: SPANISH S: SPANISH	12	15	1	43%

Figure 1.4 Comparative performance matrix of students with increments.

Although at first glance it seems that all of the variants of audiovisual aids, used in our study, show an improvement in vocabulary acquisition, the variant with the English spoken and subtitles in Spanish, has shown a higher percentage of students with a larger amount of words and an increase in depth of vocabulary acquisition.

After obtaining these results we decided to analyze another perspective to the research that could complement the results to bring a more robust conclusion to our questions therefore, we conducted the following analysis:

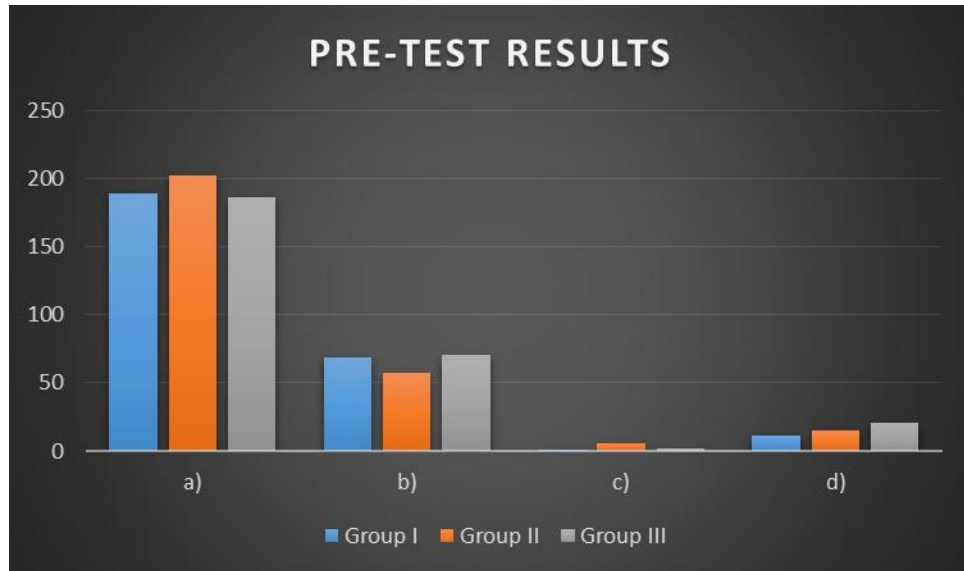


Figure 1.5 Amount of pre-test answers by groups in the four depth levels of vks

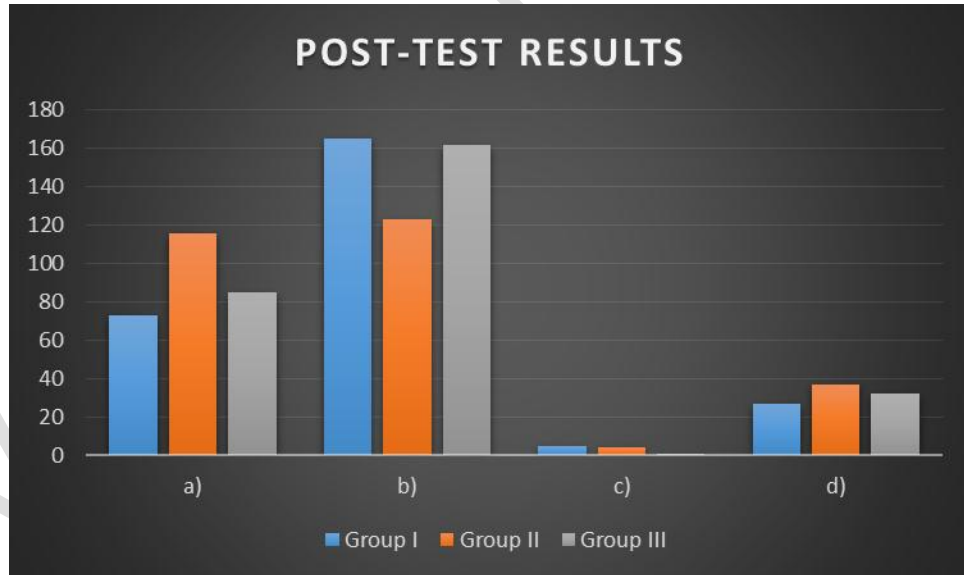


Figure 1.6 Amount of post-test answers by groups in the four depth levels of vks

Figures 1.5 shows the answers of the tests done previous to the video segment in each of the 3 groups whereas figure 1.6 shows the answers of the tests after the segment. As expected, most of the answers moved from a level “a” vocabulary acquisition to a level “b” this is due to the

fact that the students were able to remember the words in the segment. It is important also to notice that there was an increase in answers in “c” and “d” levels. This is particularly the focus of our research since levels “c” and “d” are deeper acquisition levels, in other words, the students were able to remember, understand and apply the words correctly.

		Students				Students	
I	Belleza	46	55%	VI	Pueblo	32	39%
		32	39%			45	54%
		5	6%			6	7%
II	Nubes	44	53%	VII	Triste	31	37%
		36	43%			52	63%
		3	4%			0	0%
III	Cráneos	40	48%	VIII	Tierra	29	35%
		43	52%			51	61%
		0	0%			3	4%
IV	Madera	37	45%	IX	Comienza	28	34%
		44	53%			53	64%
		2	2%			2	2%
V	Locos	33	40%	X	Día	28	34%
		47	57%			53	64%
		3	4%			2	2%

Figure 1.7 Increments in depth of vks by word.

In figure 1.7 we can observe the increments of depth in vocabulary acquisition in blue, the non-increments in white and the orange states a decrease in acquisition use. Now with these combined results of all the answers of the 83 students (figure 1.7) we obtain the following observations specifically in the words “Cráneos”, “Día” and “Comienza”: the word “Cráneos”, as we mentioned previously, is a word for the intermediate levels and it manage to become one of the top 3 words that had highest of increments in depth of the vocabulary. The word “Día”, which is a conjugate of “Day”, is a word that most of students knew by the first day of class therefore, there as we were expecting it had the least increments. The word “Comienza” is a conjugated verb in

Spanish this indicated us that conjugated verbs are hard to increase the depth of acquisition by use of video only. The results showed that the students can actually acquire vocabulary with the use of contexts or other surrounding elements. “Nubes” being another word that showed a character with a beard made out of clouds obtained a high score. In contrast, the word “Triste” had also a very clear image of the meaning in the movie however, it didn’t impact as much students as “Cráneos” did. The rest of the words were had also some increment but not as significant as the previous mentioned.

Since the most relevant areas of depth in acquisition for us are the levels “c” and “d” of the tests made, we analyzed the information based on percentages of correct answers in those levels pre-test and post-test. This gave us a clear vision to know which pattern would be the best to use in early stages of Spanish study for vocabulary acquisition.

	Percentage of correct answers on "c" y "d" levels PRE-TEST	Percentage of correct answers on "c" y "d" levels POST-TEST
Grupo I	4.4%	11.85%
Grupo II	7.5%	14.6%
Grupo II	8.2%	11.8%

Figure 1.8 Comparative matrix of pre-test and post-test on the levels “c” and “d” of vks

As you can see in Figure 1.8 the increase of percentage of correct answers became almost three times higher in group I, compared with the increase of double or less in the other two groups.

	A = Audio S = Subtitles	Percentage of students that increased the depth of vocabulary acquisition more than 50%	Increase of percentages of depth in levels "c" and "d"
Group I	A: ENGLISH S: SPANISH	56%	267%
Group II	A: SPANISH S: NO	46%	195%
Group III	A: SPANISH S: SPANISH	43%	143%

Figure 1.9 Comparative matrix of overall results

As shown in figure 1.9, combining both results (percentages of: amount of students, and amount of deep level increments) shows in the first column the results previously got from the amount of students and in the second column is a representation in percentage of the increments shown in figure 1.8. This means that the group I shows a better performance than the other two groups. Group I having the top percentage of students with greater amount of words that had increments and having them in higher depth levels of vocabulary acquisition. Groups II and III have also shown increments, but not as much as shown by group I.

4. Discussion and Recommendations

This study generated results that suggest that the use of a pattern of videos, where it has an element known by the students, can help more in the vocabulary acquisition than patterns that don't possess an known element. This doesn't discard the possibility of the use of the other patterns and is just a basic guide to know where to start when we want to apply tools, such as audiovisual aids, with students in their beginner levels. With these results we intend to collaborate in the preparation of classes and specifically with Spanish teachers and students. We can say that the use of audiovisual aids as we mentioned before, is useful as long as it is well prepared and oriented to the specific student group that it intends to motivate the engagement and use of a foreign language. The preparation should take in count the contextual aspects that the videos contain in order to direct the acquisition of vocabulary to the purposes of the specific classes. Also, the video used to learn Spanish as a foreign language could promote the acquisition of the vocabulary by the students no matter the level that the words is as long as, the words has a clear context and visual aid.

We agree that there must be more studies that can continue supporting this criteria for example using variants with different languages than the ones used in this study, or including more variables that can make this study more robust. Specifically we refer to the variable of length of time of acquisition. This study was made in a short preiod of time and pretended to give insights therefore, a further study of the retention of this vocabulary acquisition is needed.

Hopefully this can be a step in the right direction to help Spanish teachers to improve their students language learning strategies. The acquisition of vocabulary doesn't need to be a tedious task for the students, it should be contextual, interesting and realistic for them to enjoy while they implicitly or explicitly are developing it. We recommend the researchers to continue exploring this alternative with beginner students of foreign languages because it can bring a better approach for them as well as it is doing already for the students in higher levels.

References

- Alduais, A. M. S. (2012). *Integration of Language Learning Theories and Aids Used for Language Teaching and Learning: A Psycholinguistic Perspective*. *Journal of Studies in Education*, 2(4), 118
- Brown, D. (2008). *Using a Modified Version of the Vocabulary Knowledge Scale to Aid Vocabulary Development*. *The Language Teacher*, 32(12), 15-16. Retrieved April 20, 2015 from <jalt-publications.org/tlt/issues/2008-12_32.12>
- Di Carlo, A. (1994) *Comprehensible Input through the Practical Application of Video-Texts in Second Language Acquisition*. *Italica*, 71(4), 465-483.
- Ellis, N. (1995). *The Psychology of Foreign Language Vocabulary Acquisition: Implications for CALL*. *International Journal of Computer Assisted Language Learning (CALL)*, 8, 103-128.
- Karakas, A., Sariçoban, A. (2012). *The impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students*. *Teaching English with Technology*. 4: 3-15.
- King, J. (2002). *Using DVD Feature Films in the EFL Classroom*. *Computer Assisted Language Learning*, 15(5), 504-523
- Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford. Pergamon Press Inc.
- Nation, I.S.P. (1993) *Vocabulary size, growth and use*. In *The Bilingual Lexicon*. R. Schreuder and B. Weltens (eds.), Amsterdam/Philadelphia: John Benjamins: 115-134

- Nation, P. & Waring, R. (1997). *Vocabulary size, text coverage, and word lists*. In Schmitt, N. & McCarthy, M. (Eds), *Vocabulary: Description, Acquisition, Pedagogy*. New York: Cambridge University Press: 6-19
- Paribakht, T.S. & Wesche, M. B. (1993). *Reading Comprehension and Second Language Development in a Comprehension-Based ESL Program*. *TESL Canada Journal*, 11(1).
- Rott, S. & Williams, J. (2003). *Making form-meaning connections while reading: A qualitative analysis of word processing*. *Reading in a Foreign Language*, 15(1). Retrieved October 30, 2016 from <<http://nflrc.hawaii.edu/rfl/April2003/rott/rott.html>>
- Wesche, M. & Paribakht, T.S (1996). *Enhancing vocabulary acquisition through reading: A hierarchy of text related exercise types*. *The Canadian Modern Language Review*, 52(2), 155-178.